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AUTHOR Orrie, W. Y.
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ABSTRACT

Described is the Mountain-Plains Education and Economic Development Project, a Federally-funded project for residential, multi-problemed, rural, disadvantaged family rehabilitation. The project, testing the Fourth National Career Education Research and Development Model (Model 4), is located at Glasgow AF 8, Montana, and serves about 180 families concurrently for an average of 9.4 months. The basic premise underlying the program is that family-oriented career education in a rural residential setting represents an effective way to improve the employability, standard of living, participation in community involvement, and life satisfaction of the rural disadvantaged. Program goals are in these major areas: (1) design and development of the model; (2) evaluation of the effects of the model; (3) pr..ision of guides, methods, procedures, research reports, cost analysis, and learning activity packages; and (4) provision of career education to a significant number of rural disadvantaged within a six-state region. Heads of households spend approximately 40 hours a week receiving basic and occupational education; the spouse spends a minimum of 20 hours in the program. Home and consumer management, counseling, leisure skills, cultural and ethnic understanding, and job placement assistance are parts of the program. (SC)

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Mountain-Plains Education & Economic Development Program, Inc.

POST OFFICE BOX 3078 · GLASGOW AFB, MONTANA 59231 · TEL: (406) 524-6221

MOUNTAIN – PLAINS BRIEFING MEMO

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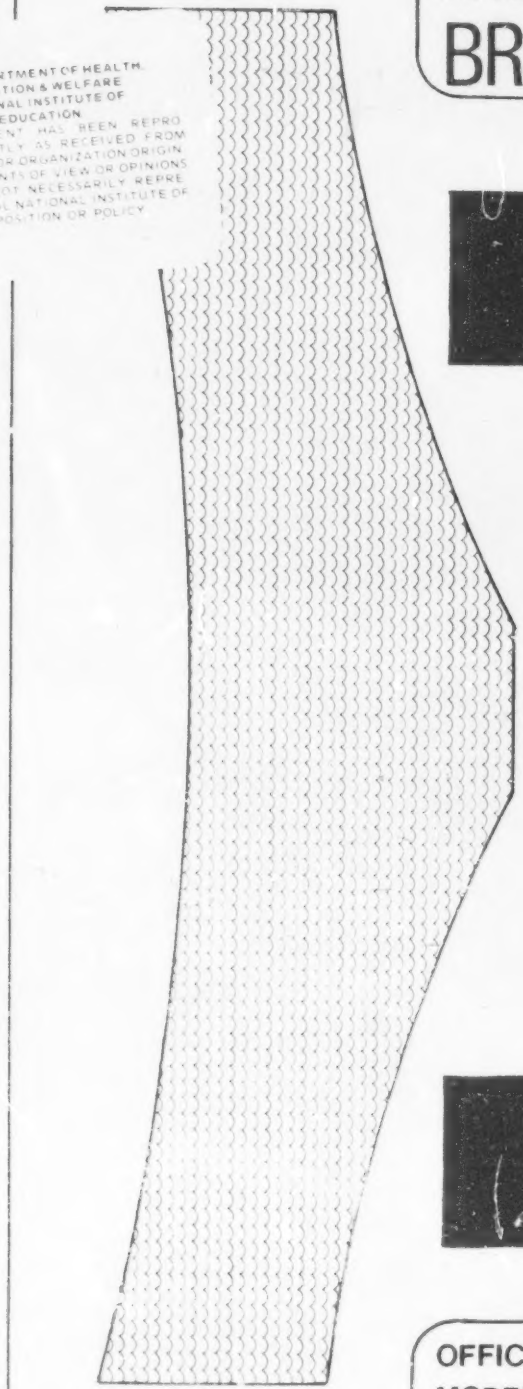

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MODEL IV ..... CAREER EDUCATION
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MOUNTAIN-PLAINS EDUCATION & ECONOMIC DEVELOPMENT PROGRAM, INC.

research and development in...

Career Education

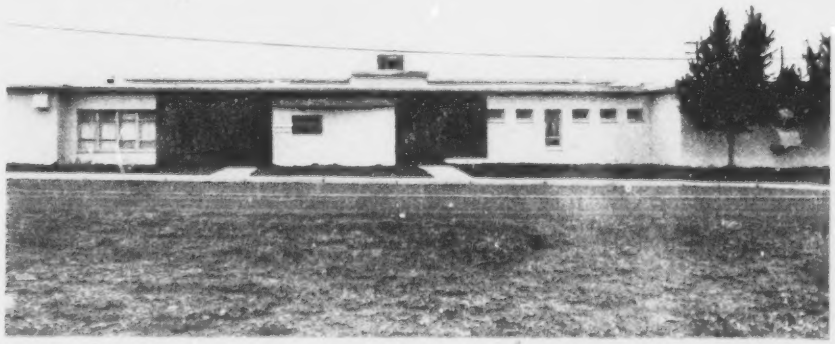
by W. Y. Orrie

Career Education seemingly has rekindled some enthusiasm in public education and intuitively seems to be a solution to some of the more severe problems in education today. During the past decade there have been thousands of Federal government and privately funded programs dispensing isolated services to disadvantaged individuals in the hopes of bettering their lives. The vast majority of these projects, whether offering health or housing advantages, educational or employment opportunities, have offered only one type of service or have been directed toward only one member of the family, usually to improve his economic situation. One member could advance himself in one or more areas but the other members of his family were usually left behind.

Mountain-Plains Model IV students practice their math, communication skills and other basic educational subjects in the Foundation Education Center, which furnishes tutors and other educational aides to help family members master their performance activity assignments.

Other Projects

Currently only seven projects in the country attempt to provide similar comprehensive services aimed at a *total family* rehabilitation. The most comprehensive of these is the Mountain-Plains Education & Economic Development Program (MPEEDP), a private nonprofit corporation formed as an experimental project in residential, "multi-problemed," rural disadvantaged family rehabilitation for the *six-state region* of Montana, Idaho, Wyoming, North Dakota, South Dakota and Nebraska. It is the *only* program to offer complete diagnostic, tutorial and individualized services over an average period of nine to twelve months to each member of a multi-problem family unit for some 200 plus families per year. The object of this total family residential career education approach is to develop each member's potential growth and thereby strengthen the whole family.



The modern facilities at Glasgow AFB house all of the program facilities, including the various learning centers, the Home Living and Management area, the Early Childhood Education Experimental area and Recreational and Leisure Skills activity area.

"It requires an encounter intuitive solution and resembles creating the universe and providing two examples," said Bruce C. Perryman, Executive Director of the program which is currently administering a grant/contract provided by the National Institute of Education, through the U.S. Office of Education.

According to Perryman, there are many forcing, shaping and influencing factors that interplay within the Mountain-Plains program. He goes on to say, "Sometimes the forcing, shaping and influencing factors get a little shaky and you have to give more attention to one than the other. But if you concentrate too much on one, the others may fail and the whole performance could fail. It

Virginia Schuetze is shown with Winona Scott, Mountain-Plains food service instructor in the modern food service center where students are trained as cooks and other occupational entry level employees. Here they regularly prepare meals for the children in the Early Childhood Education program and occassionally for the staff and board of directors.

reminds one of the juggler who starts out with ten items to juggle--then you add one more item every so often. Things, however, are now settling down and we may be only juggling 4-5 items here one day."

Program History and Organization

The idea (design) for a total family regional residential career education program was eventually formulated by a small group of the staff then with the Mountain-Plains program late in 1971. This activity was a sequel to a feasibility study which was conducted by Eastern Montana College in Billings, Montana via an HEW grant of $250,000 dollars. Additional funds were promised if a more substantial operating plan could be developed based on a realistic and a comprehensive program. The feasibility study attempted to determine various potential uses for the then closed base (including a Regional-Vocational Technical Center, a Manpower Skill Center, an Indian Education Center, a "Vo-Tech Education Junior College" and other similar kinds of educational endeavors) by soliciting input from officials of various organizations, agencies and entities throughout the six-state region. Eastern Montana College spent the better part of a year seeking this input. Finally in May of 1971 a Mountain-Plains board of directors was organized and met for their first meeting to establish their bylaws and to have their articles of incorporation adopted.

An executive director, Dr. Robert J. Heger, was hired in July of 1971 and became the first staff member. During the next six months key staff was hired to design and implement the Model IV Program. They stimulated an exhaustive inquiry into the target population group in the six-state area based on a *rural multi-problem family concept.* A search of available literature and the ensuing interviews with many families in the initial stages were used to establish their needs and set up the eligibility criteria for the program. From the beginning, many of the staff have had input into the development, conception and design of the overall Model IV effort.

The cost of the Model IV Residential Career Education Research and Development Program which Mountain-Plains is administering will total *20 million dollars* over the five-year period which commenced May 1, 1971. The purpose of the funding is to develop and test the designated Fourth National Career Education Research and Development Model (Model IV). Headquarters for the program, which opened for students on February 23, 1972, are at Glasgow Air Force Base, nineteen miles from the community of Glasgow in Northeastern Montana. The site provides a unique residential setting with total community services and educational facilities.

Some 267 modern military construction project housing units are available for participants' living. These homes are rented by Mountain-Plains to the participants at a cost of $40.00 per month. Mountain-Plains Corporation at present is using about seven million dollars of the facilities on the $150 plus million dollar SAC air base as part of the rural residential career education model.

The Mountain-Plains Corporation has a board of directors consisting of thirteen voting and one non-voting member. The voting members of the board are selected on the basis of two from each of the six participating states and one local representative. The members represent a variety of interests and include representation from the governors' offices, the state superintendents of public instruction, the state vocational education directors, principal Indian tribes or tribal unions, the local area and the manpower administration of the region.

The basic premise underlying the program is that family oriented career education in a rural residential setting represents an effective way to improve the employability, standard of living, participation in community involvement and life satisfaction of the rural disadvantaged.

In the broad sense the program has goals in four major areas: (1) Development - the design and development of the model. (2) Research - to perform research and evaluation of the effects of the model based on the question: "What is the value of a comprehensive career education program for improving the economic and human viability of rural multi-problem families?" (3) Production - to provide guides, methods, procedures, research reports, cost analysis and learning activity packages to permit replicability of the model. (4) People - to provide career education to a significant number of rural disadvantaged within the six-state region. It is woven into three phases of career education defined as: awareness of various career opportunities, exploration of the universe of career opportunities and actual career or occupational preparation.

Perryman and his deputy, Dr. T. R. "Dick" Flores, now coordinate the activities of 178 staff members who

provide such diverse services as Counseling, Home Management, Health Education, Leisure Skills, Early Childhood Education, Career Guidance, Foundation Education and Occupational Preparation in the following areas: Building Trades and Services (carpentry, electrical, plumbing, refrigeration, air conditioning, heating, ventilation and drafting), Lodging and Food Services, Mobility and Transportation, Office Education, Marketing, Distribution, Mid-Management, Remedial Education, Parent/Child Development, Home Living and Management and Recreation, all virtually under one geographic community roof. Such services and education are for mothers, fathers and children of the participant families that

John Stein and Dewey Counts, two of the early Mountain-Plains program completers, are shown working inside the house which students have built as part of a project in carpentry, wiring, plumbing, heating and construction. The Building Trades area is only one of seven occupational clusters where occupational skills are learned.

are recruited from within the six-state region. "Believe me, it wasn't easy to put all of this together. There were many times when we thought it would never get off the ground," said Perryman, who has been associated in one capacity or another with the Mountain Plains Program since May, 1971, approximately ten months before the first student family was admitted.

Program Eligibility

Families are carefully selected from the ones contacted or referred by the various state agencies on the basis of their ability and motivation to succeed in the program. "We purposely picked those with the best potential for the initial simulation (test group) because we wanted them to be part of the project," said Perryman. He added, "We wanted to educate them over a short basic concentrated time period for specific educational components. We wanted to get them on to a job and community placement so they could give us insight concerning the needs and desires of rural disadvantaged people and how to best serve them. They served in many cases as consultants to our staff for better planning purposes. We still were miles apart on many things when it came to effective program implementation, however."

Like all of the later Mountain-Plains family participants, the original ones had to meet certain criteria to be eligible for the program. The need of the family is a primary criterion. A family's collective annual income is considered as a guideline and the wage earners must at one time or another have been employed in a dead-end job, underemployed or unemployed. The husband and wife must produce a valid marriage license to prove that they are legally married and the head of household must be a resident or at least have family roots within the rural and agriculturally oriented six-state area. They must demonstrate a desire to change their life style through interviews and letters of reference from members of their community. They must also be willing to move to the project site at Glasgow Air Force Base and remain an average of nine to twelve months in order to complete their educational program.

Ethnic origin is another factor determining the selection of applicants. Since its inception, the Mountain-Plains program has tried to maintain an ethnic openness and receptivity in its numbers corresponding to that of the rural poor within the six-state region (the program was never specifically designed for any one particular ethnic or minority group). The ethnic makeup of the participant population group currently reflects Mexican-American, Black, White and Indian families, most of whom have been on a diverse number of welfare recipient type programs.

What a Participant Can Expect

All families receive a stipend while in the program which remains the same regardless of the number of dependents. The stipend currently is $80.00 per week. The participant families pay all personal living expenses and a portion of their rent out of this stipend. There is a medical out-patient clinic on the base and health insurance is provided through the program.

When a family enters the program each adult member receives a one to two week orientation and a thorough evaluation. They are tested on basic educational achievement, occupational aptitude interest, attitude and personality. The Mountain-Plains staff members, together with the participant, then plan an educational program for each individual on the basis of what they think will develop his potential and serve his best interests.

"We always ask adult members what kind of work they would like to do. If they aspire to goals that, with education, would be within their reach we encourage them all the way and see that they receive the proper education. However, if a man with a third grade education and a low aptitude for math says he would like to be a bookkeeper or an accountant, we try to present him with more realistic alternatives," said Perryman. "We never force anyone into an occupation they have no interest in, but we try to educate people for things they can really accomplish." He went on to say, "We don't push a high school education or

study for a General Education Equivalency Diploma (GED) for the sake of a diploma. If an individual wants a GED or needs it in the career he chooses and has the ability to earn it, of course we encourage him; but if he just needs to acquire better knowledge of math for carpentry education or if he needs to learn to speak and read English better, we instruct him accordingly. The same applies to the CLEP (College Level Entrance Program) which is provided through the Model IV program. The CLEP is available in the same manner that the GED program is provided. Mountain-Plains is not a formal educational institution. We simply try to give each individual the education he needs to fully participate in occupational education and social interaction."

After a person's basic educational needs are evaluated in relation to his occupational objective, he is assigned to the Participant Scheduling and Planning Office where an educational plan is prepared and a specific number of hours of required participation per week is designated. Within this schedule and this educational plan the participant is tutored, provided individual instruction and allowed an open-entry, open-exit progress through a systemized educational plan based on continuous individual progress. He is also given individualized educational materials to help him learn what he needs to know. There are no formal classrooms or stand-up classroom instruction *per se* or mass instruction in the Center. The students sit alone or in small groups studying their assigned materials, often with the help of tape recorders, study carrels, programmed instruction, learning activity packages and other educational aides. They are also helped individually by paraprofessional aides or instructors who are at their service throughout every hour of every work day. The *learning activity package* is the basic individual learning element that is provided in terms of curriculum.

Education to Fit the Career

Adult Mountain-Plains participant members receive their basic and occupational education simultaneously except for some who need educational preparation to be able to learn certain skills. The head of household must spend approximately 40 hours a week in the full Model IV program, including occupational preparation. The spouse in the family must spend a minimum of 20 hours per week involved in the program.

Most of this education takes place in existing learning activity centers and facilities on the Glasgow Air Force Base. The program occasionally pays for special out-of-house education endeavors when necessary. Also, students can be enrolled in occupational education programs through Dawson County Community College, Glendive, Montana, which provides, when needed, an extension community course atmosphere at the base.

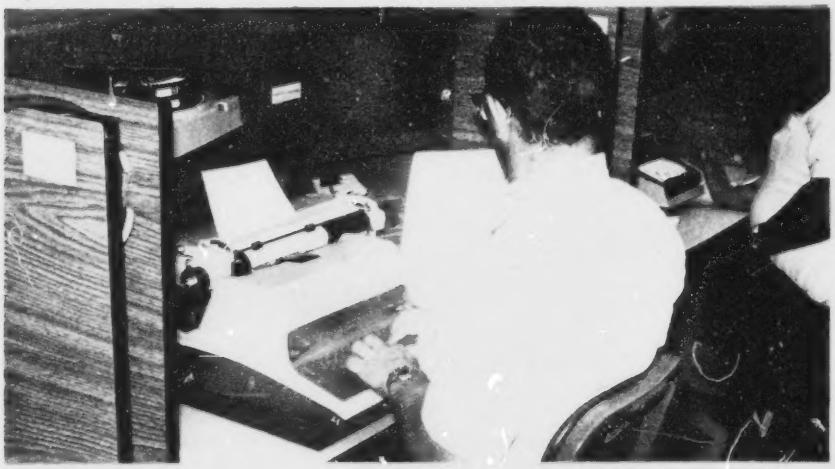
"We place individuals in education programs according to the actual demands for certain skills in the area as well as the ability and the desire of the student. In other words, we don't *slot* train. We don't set up quotas for so many welders to be trained every year, particularly if welding jobs are scarce," said Perryman. "Our job development and placement staff within the six states studies the local employment situation to determine whether a person would have a reasonable chance to secure a job in the field of his choice before he is educated in it." This information is relayed to the program's career guidance and participant planning staff who in turn uses it in the career guidance components.

Home and Consumer Management

Women members are encouraged to take occupational education to provide double income for their families or to have a marketable skill in the event it should become necessary. However, they are only required to be educated in home living and management, child care, consumer education, health education, counseling and guidance and in community council participation (all fathers and mothers are strongly encouraged to participate in the Mountain-Plains participant community council at the Family Center, where they receive interaction in a simulated community involvement process.)

This total activity package offers instructional opportunity and involvement in such things as sewing, cooking, budget planning, financing, home repair classes, basic health and first aid, nutrition, community development, etc. It is noted that the curriculum is *not* limited at all to a traditional home economics approach. Legal rights and the responsibilities of the citizen are also an important aspect of this particular component of the Model IV program.

"The family living experiences of many of our participant families have been mainly that of survival in sub-standard, geographically isolated, rural surroundings. Appreciating and maintaining a contemporary home is new to them," said Perryman. "They need to learn things like how to make a bed, clean and decorate a house, defrost a refrigerator, operate and maintain a gas or electric range and keep up a yard. We try to include everything that pertains to



Students working in the Office Education area. Study carrels and other individualized learning aids are common throughout the Mountain-Plains Model IV program.

Bill Brinkman (standing), consumer education instructor talks over legal rights and responsibilities of the consumer and citizen as part of the regular Mountain-Plains Model IV program. All families entering the program participate in this significant part of the instruction.

family involvement in the home with particular emphasis on budget planning, good consumer buying, nutrition and community development. We don't attempt to completely change a family's eating pattern, but we do try to educate and encourage them to enlarge the types of foods they select and to include such nutritionally beneficial items as different varieties of vegetables which are often foreign to them," continued Perryman. "We involve the men as much as possible in this program so they are aware of what their wives are doing in the home and why they are attempting to change their living style. We have found, for example, that some men are resentful of their wives preparing strange foods for dinner when they don't see any reason for it. Therefore we encourage the men to participate in the home living and management program to understand what is going on in their homes and become involved in the changes instead of questioning or fighting them."

Shown above are Walter and Lillian Lopez. The happy couple received their certificates as program completers during exercises held in the Executive Director's office.

Counseling Provides "Change" Factors

Full time professional counselors work closely with the Mountain-Plains program participant families on individual, family and group levels to help them overcome the many anxieties which, according to Perryman, are a part of the new learning process. He said, "These people are learning to cope with a whole new set of problems which they have never faced before. To be able to do it, they have to try to forget about their past problems and overcome the negative anxieties that have plagued or defeated them in the past. Whereas they formerly worried about how they would survive, we want their concerns to become positive and to be focused on how they are going to succeed. Another unique component/function we offer is entitled *Problem Solving*, and is provided to assist and facilitate the whole sphere of planning, decision making and reinforcement of the overcoming of anxiety concerns."

The Mountain-Plains counseling staff, available on a 24-hour basis to meet participant needs and for crisis intervention, attempts to emphasize positive behavior and decisions. They have discovered that significant numbers of rural disadvantaged people make decisions largely on avoidance behavior.

A number of participant families have admitted that they ran up large debts for fear of not doing right by their family. For instance, one man bought a system of soft water treatment he couldn't afford because a door-to-door salesman called him stupid in front of his family and said that if he didn't buy the system his family would suffer and he would be responsible. Instead of buying food for his family, he spent most of his wages paying off the soft water system for fear of going to jail if he didn't. The counselors teach them to react positively to negative approaches even when this means saying no.

"These people have been so intimidated by not knowing how to deal with people trying to take advantage of them in legal and business matters that they won't speak up for their own rights. They aren't even aware that they have them," said Bill Brinkman, the legal rights and responsibilities instructor in the consumer education component of the program at Mountain-Plains. He added,

"The whole staff here constantly works with the families, building up their self-confidence and teaching them how to speak up for their rights. Many of them think it is bad to be angry. We tell them that sometimes anger is a necessary part of living if expressed without violence."

"We also try to improve communication between husband and wife," stated Richard Mutterer, Associate Director, Education Services Division. "Disadvantaged families tend to sharply define family roles. The husband is the provider and the wife is the cook and homemaker. When this role changes, with the wife learning new skills, the husband feels threatened. The wife also feels uneasy when her husband starts gaining confidence and improving himself. She thinks he will be dissatisfied with her. We teach them to grow together by sharing their roles."

One Mexican-American father who has lived all his life in a patriarchal family system admitted that he made it clear to his wife that he was the "boss" and would make all family decisions. After nearly a year in the program, he is willing to share these decisions with his wife. "Now I wonder how she felt. I always told her what to do. She seems so much happier now," he said. "I think I can live with it. After all it isn't really defeating my manhood to share with her what we are both building for ourselves."

Likewise, similar activites occur in the Early Childhood Education Program in terms of child development and child rearing. The Early Childhood Education Program provides an experimental center for about 350 Mountain-Plains preschool children who range from six weeks to five years of age. Professional teachers and teacher aides help the children develop intellectually, emotionally, physically and socially using various modern scientific educational approaches.

Youthful activity is shown in the Mountain-Plains Family Center where children are cared for daily while parents attend the educational program.

All school age children are also considered in the Mountain-Plains program. After attending local public schools they receive opportunities for counseling and educational assistance when needed and participate in planned recreation. They are also encouraged to take part in social clubs and team sports in school and at Mountain-Plains, including community organizations such as scouts, little league, teen clubs and 4-H Clubs.

Mountain-Plains has contributed staff development and career awareness curriculum materials to the elementary school system located on the Glasgow Air Force Base to facilitate additional career educational components within the local public school system. Teenage drop-outs are encouraged to go back to school. If they do not want to return they are programmed (just like the adults) into occupational and home living education. Mountain-Plains maintains a youth guidance and program planning position specifically to provide interaction for the youth in the program.

Nap time for three year olds in the Mountain-Plains Model IV Early Childhood program, where youngsters receive preschool education/experience and parents gain knowledge in child rearing and development.

Leisure Time Activities

A leisure skills component within the Mountain-Plains program arranges for recreational and leisure skills activities such as picnics, hunting, fishing, field trips, team sports--both in the city league and intramural league on the base--and indoor games for the whole family to participate in together. Instruction in occupational arts and crafts such as painting, photography, needle work, ceramics, square dancing, pottery, clay, art and metal work is available to all the families as well as opportunities to attend civic and cultural events (little theater, local concerts, etc.) in the area. An auto and woodworking hobby shop is also available for participant use while on the base.

"A family can survive on food, clothing and housing but to enjoy a full life in society, we feel they should be exposed to cultural advantages so they can learn to appreciate the beauty of the world around them," says Oris Doty a staff community instructor. "Most rural poor people know things like concerts,

operas and museums exist but not for them. They see cultural centers in and around the area they came from in the surrounding states and say, *'that's where the rich people go.'* Attending plays, little theaters and concerts is no more a part of their world than going abroad every year is a part of mine. We can't force people to enjoy fine music, artifacts, history or great art, although a good number of our families attend cultural events whenever we have tickets available for them. We encourage families to attend at least one concert or little theater presentation to show them that these things are just as much for them as for anyone else. We hope that by broadening their experience, they will feel freer to try new things on their own and not feel locked out of society. Unfortunately cultural opportunities in the Glasgow area are comparatively limited."

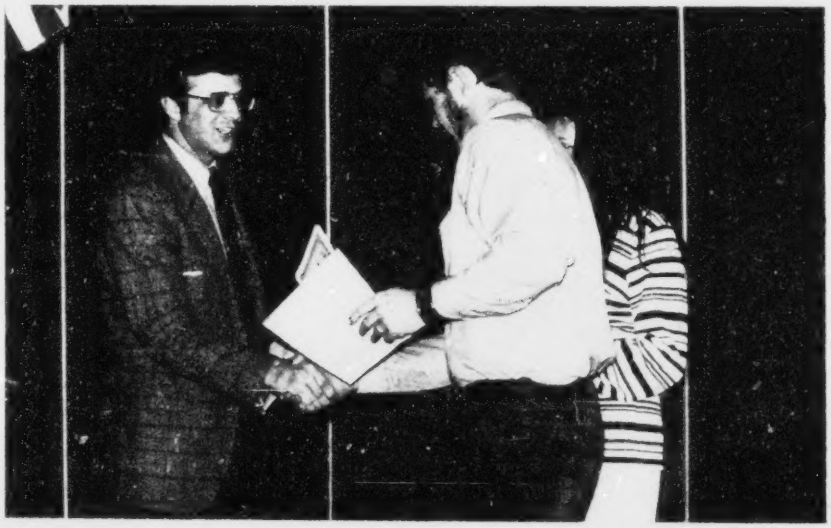
Cultural and Ethnic Understanding Sought

The Mountain-Plains program also encourages cross-culture exchanges among the different ethnic groups in the program to promote understanding and appreciation of each other's heritages. The leisure skills component in the program invites them to entertain other families and plan forums or special events (i.e., pow-wows) or to have them share their native foods and traditions. One student illustrated this ethnic togetherness by designing a Mountain-Plains logo (symbol) which is now being considered as an official emblem.

"We are not only trying to erase erroneous sterotype images which people of different ethnic origins have of one another but the negative impressions poor people have of middle class citizens and vice versa," says Perryman. "We want our families to overcome any feelings of inferiority they have of being disliked by people who have 'made it'. We also try to clear up certain misconceptions of some people that poor farm workers, migrants, etc. are lazy and ignorant. We urge our families to join civic, social and sports organization in the Valley County area and invite citizens of the community to share in our activities so that they will respect and trust each other as people. We have several signs both here and in Glasgow that this is working."

Perhaps the most successful technique being employed to date in this respect is the Mountain-Plains work experience program whereby students in the Mountain-Plains program, after completing on-site instructional activity, are placed with employers in and around the Glasgow area on jobs to gain actual on-the-job work experience and use the practical application of instruction they have received.

Their first choice for job placement is within their home state or the six-state area in which the program is functioning. Linked by air, rail and interstate highways to Helena, Boise, Cheyenne, Lincoln, Bismarck, Pierre and Glasgow, the region is attracting more and new industry every year and with it, new job opportunities and a variety of kinds of work including building construction and various service trades.



Dr. T. R. "Dick" Flores, Mountain-Plains Deputy Director, shown presenting program completion certificates to Mr. and Mrs. Doug Buehner at the Family Center. This activity is part of a weekly agenda that the student community council addresses.

"Trust is a part of the backbone of the Mountain-Plains program," says the deputy director, Dr. Richard Flores, who currently is supervising overall program operations including the research and evaluation design, basic and occupational education and family living. "People know when they are treated like people and we meet our participants on equal ground. We are no better than they are and we let them know it," says Dr. Flores, who personally knows many members of the families now participating in the program.

Opportunities After Program Completion

The Mountain-Plains program services to family members do not stop with program completion. It helps occupationally educated adults find entry-level jobs with career ladders based on the occupational clusters that will give them opportunities for advancement.

Along with being a prime area for job and community placement, the Mountain-Plains region is convenient for Mountain-Plains follow-up services. Once a family is employed and placed in the community, the state staff helps them find suitable housing and tries to visit them approximately once a month with follow up for one full year to help with any problems that might arise in their new life pattern. Thereafter a Mountain-Plains staff member visits the family approximately every six months for two years. This follow-up activity provides ample post-program completion data collection as part of the program's evaluation and development design requirements. The staff also tries to keep in touch with families who drop out of the project.

Participant Enrollment

By May, 1972, Mountain-Plains was bringing in families at the rate of

approximately six per week. By late fall of 1972, Mountain-Plains reached and has maintained an on-Center enrollment of 180 families. Presently the average length of stay in the program is 9.4 months.

All graduates (program completers) and dropouts are replaced at the rate of six to eight families per week nearly every month to reach a steady student enrollment of about 180 families. Most receive just under a full year's education. Some remain up to 15 months because their skills demand a longer acquisition period or because of educational delays to allow rehabilitation of certain physical problems. The original 12 families enrolled in late February, 1972, (except for one adult, a severe behavior deviation problem) completed the program after an average of 7.2 months of concentrated education.

Since March of 1972, there has been an approximate 19 per cent dropout rate for families enrolled in the Mountain-Plains program. Some found they could not keep up with requirements and others were not motivated to do so. Some families have been terminated for uncontrollable behavior deviations and difficulties related to alcoholism, drugs and lack of cooperation.

Program Support Services

Program support such as personnel, purchasing and accounting, maintenance and other administrative procedures are handled through the Administrative Services Division of the Mountain-Plains program. The Administrative Services Division is charged with the responsibility of providing and furnishing housing to participants with an agreement between Mountain-Plains and the U.S. Air Force. Other support areas include a centralized reproduction facility; a curriculum development department; a library and a system of bus transportation for participants, both on-Center and to and from the city of Glasgow.

Pre-Center Participant Statistics

Of the 319 families entering the Mountain-Plains program thus far, the average age for heads of household is 27.3 years. Single parent families (women) comprise 16.7% of all participant families. Over 40% of all entering families have a need for some type of health service (the most frequently stated need is for dental service followed by optical services). There are currently 629 children associated with the families in the program. Average family size is 3.80 compared to a 3.20 figure for the region and a 3.17 national figure. Average age of children is 5.9 years. The age range for adults is 18-52. Average grade completed by adults in the program is 10.5 although functional literacy checks out one or two grades lower on an average.

The average family income for the 12 months preceding program entry is approximately $2,680.00. The average number of weeks the head of household was employed during the 12 months preceeding program entry is 21 weeks. Only 35.7% of heads of household were employed full-time at time of application to the program. Only 27% of heads of household had received prior vocational training of any kind. 24.9% of the total families have one or more persons of racial minority. Of this figure, 16.7% are Indian, 6.4% Mexican and .2% Black.

Bruce C. Perryman, Executive Director, shown presenting completion certificates to Fermin Navejar, Debbie Sheets, Terry Monroe and Joe DeNault at the Family Center as part of the weekly Community Council program.

Post-Center Participant Statistics

Of the *original* Mountain-Plains families completing the program, there has been an average of $122.00 per month increase in income. This is based on a $364.00 per month income prior to program entry and a $486.00 per month family income following program completion and placement.

All are either renting or buying contemporary housing or trailers. Their school-age children have increased their grade levels by almost one full mark, that is, from grade "C" to "B". Some children who couldn't be promoted before are now good students and all of the ethnic children can communicate bilingually. Their social participation has improved noticeably.

The women graduates, many of whom were careless in grooming and housekeeping habits, now take pride in their appearance and that of their homes. They are also preparing more nutritious foods in more varied and attractive ways and enjoy entertaining new friends in their communities where they are all well accepted. "They may still have some problems but on the whole they have all the appearances of being very happy, productive people," said Perryman.

Ninety-three per cent of the adult graduates to date have been consistently employed in teaching and counseling aide

positions, hotel/motel management, auto mechanics, secretarial work and a variety of skilled technical positions since the end of their education. Most of them are punctual and few seem to abuse sick or vacation leave according to Perryman. One completer presently employed by Mountain-Plains is one of the most conscientious workers on the project, he added. Another, a former mine worker, articulated the feelings of program graduates when he addressed a correspondent of one of the statewide newspapers, "I was in a rut of poverty; I couldn't get out of it. I didn't like the problems I faced. Now, after being educated by the Mountain-Plains program, I guess I have entered the lower middle class. Now I have a new set of problems. I don't know how I'll like them either but at least they are the same as everybody else has."

Mountain-Plains has staff and an office in each of the state capitol cities to coordinate recruitment, placement and job development for the participant families through a variety of sources.

Plans for the Future

The Mountain-Plains program received a continuation NIE (National Institute of Education) research grant for Fiscal Year 1972-1973 for five million dollars for a one-year period and for continuation of the demonstration, research and development project. When asked about the program's future, Perryman said, "Not only do we anticipate the project staying at Glasgow Air Force Base, but the intentions appear at this time to promote either in total or in part, replication of this project or similar projects in other locations throughout the country on a regional basis or in individual states. That's why the Mountain-Plains program is becoming a prime sponsor and leader in the field of residential career education."

The Mountain-Plains board of directors is presently formulating plans for operational funding and for replication in other locations which could be recommended to Congress and other states for consideration. "This alternative educational delivery system exhibits trememdous potential for futuristic education. We intend to take as many families as possible off the welfare rolls, get them out of the dependency syndrome, improve the quality of their lives and enable them to become productive citizens; taxpayers rather than tax consumers," said Perryman.

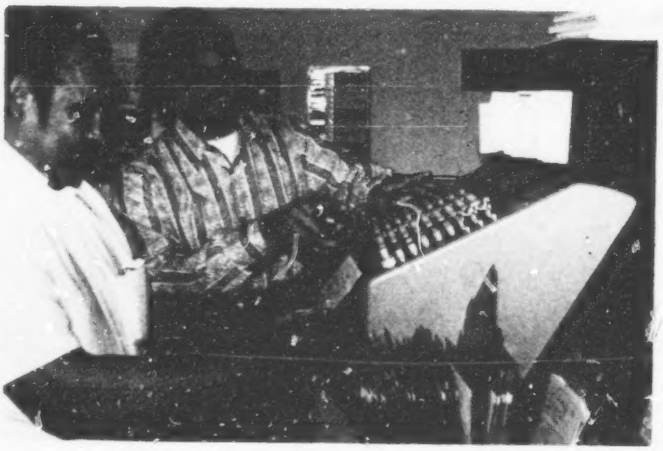
"None of us with Mountain-Plains intend to stop working on our overall goals of achieving: (1) total family education, (2) social and occupational rehabilitation of rural and perhaps someday, urban poor, through a comprehensive program of interdependent activities, (3) improvement of their socio-economic status and their ability to cope with their improved status by integrating them into community involvement by diminishing their alienation and helping them learn to share in its ideas, activities, values and assets and, (4) ultimately, their preparation for a more productive and self-satisfying role in society."

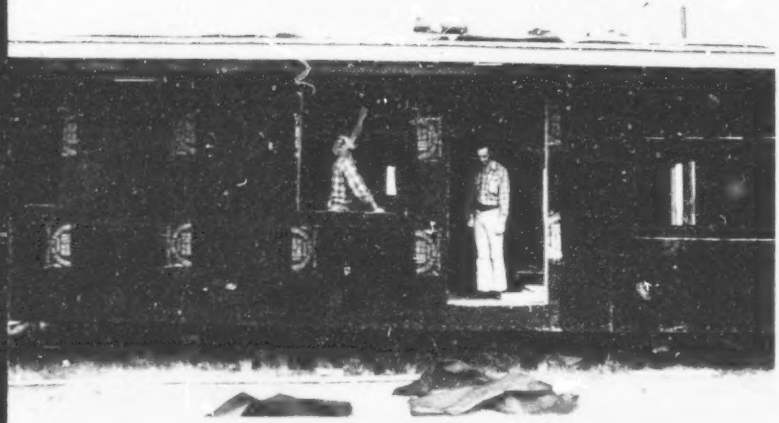
"We hope to be able to perfect and document a model program which could be implemented anyplace in the country. The early progress which many of our original graduates (i.e., program completers) have made in two years proves to us that our goals can be achieved."

Bruce C. Perryman, Executive Director of the Mountain-Plains Education and Economic Development Program, Inc.

ractical applications of course learning techniques are heavily embodied in the ountain Plains curriculum a, shown above.

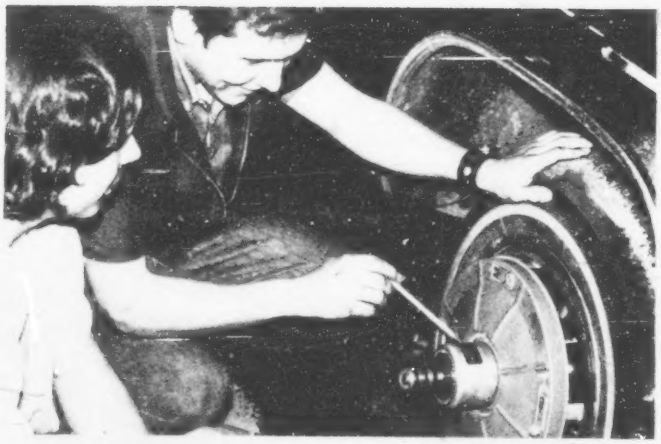
Instructor Duane Fuhrman, right, lends assistan.e to student Harry Fresnall in the motel management program. Upon completion of formal training, students enter "work experience" which provides them with actual work stations in commercial establishments in the Glasgow area.





Carpentry instruction includes actual work on the construction of a house. Students need instructor approval after completion of defined construction phases and before they can proceed to other phases.

Data processing is provided as a part of basic bookkeeping/accounting instruction under Business and Office Education. Aptitudes and interests must be heavily weighed before a student can enter into a training program or area.



Basic auto mechanics is one of the most popular Mountain-Plains programs. Students learn and work at their own pace but are under almost constant progress evaluation.

". . . and ultimately their preparation for a more productive and self-satisfying role in society."

Bruce C. Perryman